GCSE ENGLISH LANGUAGE: PAPER 2

Total time: 1 hour 45 minutes. Two sources (nonfiction). **Read the sources carefully, starting with the boxes at the top, before you start.**

Q1	**4 marks** **max 5 mins**	**Choose four true statements.** • Focus on the right lines of the right source. • Read the statements and the text very carefully. Shade the four correct circles in pen. • Double check your choices. Make sure the ones you haven't shaded aren't true.	
Q2	**8 marks** **up to 15 mins** **1-2 pages**	**Write a summary of what you understand about the different/similar…** • Read both sources and highlight any **evidence** linked to the topic. • Make notes on the **inferences** you can make from the evidence. • Summarise the evidence in Source A and make inferences. Use a comparing **connective** then do the same for Source B. (If possible, explain the differences/similarities in more detail.)	In Source A, … This suggests… However/Similarly, in Source B, … This suggests… Overall, …
Q3	**8 marks** **up to 15 mins** **2 pages**	**How does the writer use language to…** • Pick **3 juicy quotes** from the right lines (metaphorical is best!) • Annotate a **key word/image** from each quote with as many **precise meanings** as possible • Use **subject terminology** when writing about each feature (e.g. metaphor, lexical choice) • Explain the precise meanings of each word when writing your answer, then link this to what it shows about the topic of the question (its **effects**).	The writer describes _____ as '[quote]'. The use of the [subject term] '…' evokes thoughts/the idea/an image of [precise meanings]. Therefore, this suggests [effects about topic].
Q4	**16 marks** **up to 25 mins** **2-4 pages**	**Compare how the writers convey their different/similar perspectives about…** • Read both sources carefully, picking out a **range of quotations** that show **each writer's thoughts/feelings** about the topic. Think about the **tone**(s) they create (this could change!) • Look for any **key words** and any other **methods** you could **analyse**. Annotate them. • Your response must be **detailed**, explaining each writer's perspective (thoughts and feelings) about the topic, supported with **analysis** of their **methods**. • Use **connectives** when comparing one writer to another. If possible, compare in more detail.	The writer in A thinks/feels… because… The use of the [subject term] '…' evokes thoughts/the idea/an image of [precise meanings]. Therefore, this suggests [effects about topic]. However/Similarly, writer B… + analysis.
Q5	**40 marks** **40 mins** **Planning page and 2-4 pages of writing**	**Viewpoint writing task based on a statement. Write an article (needs a title).** • Read the statement carefully, break it down and make notes about your ideas. Decide your point of view. Think about what would appeal to the **audience** of the article. • **Plan** your **structure** thoughtfully. Begin with a powerful opening e.g. creating a persuasive image using your **descriptive** skills – show, don't tell! • Work through your points, including **counter-arguments** where appropriate. • Don't rush your writing. Make sure it is **thoughtful**, **convincing** and **accurate**. • Use **rhetorical features**, making sure you create **ethos, pathos** and **logos**. • **Edit and improve** your writing as you go along and when checking at the end. • If you can, remember and use the **sentence structures** from the Writing Strategy in class. • Make sure you **include all the skills** needed to earn marks →	• **Sentences:** use a range of types and starters. Use a short sentence for effect. • **Paragraphs:** use them! Include a powerful one-sentence paragraph. • **Punctuation:** accurate and varied. Semicolons (;) join two sentences. • **Techniques:** e.g. simile, metaphor, rhetorical question. Be original. • **Vocabulary:** always use the most powerful words you can think of.